DOCUMENT RESUME

ED 239 026 CE 036 062

AUTHOR	Angelis, Jane, Ed.
TITLE	Educational Resource Sharing. Conference Report.
INSTITUTION	Southern Illinois Univ., Carbondale.
SPONS AGENCY	Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE	Jun 83
NOTE	59p.; Proceedings of the Annual Articulation Conference (3rd, Springfield, IL, April 12, 1983). Produced by the School of Technical Careers and the School of Medicine.
PUB TYPE	Collected Works - Conference Proceedings (021) -- Viewpoints (120) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	College School Cooperation; Community Colleges; Consortia; Cooperative Planning; Cooperative Programs; Coordination; *Educational Cooperation; Educational Policy; *Educational Resources; Higher Education: Institutional Cooperation; *Intercollegiate Cooperation; Postsecondary Education; Program Development; Program Implementation; Regional Cooperation; Regional Programs; *Resource Allocation; School Districts; *Shared Facilities; *Shared Services; State Programs
IDENTIFIERS	Illinois; Millikin University IL; *Shared Resources

ABSTRACT

These proceedings consist of papers presented at a conference devoted to educational resource sharing. Included in the volume are the following papers: "Educational Resource Sharing: The Challenge for Illinois" by Lewis D. Patterson; "Resource Sharing: The Test Is Yet to Come," by John W. Huther; "A Response to the Keynote," by Dennis Howland; "Educational Resource Sharing in a Community College," by Paul Heath; "Educational Resource Sharing in a Multi-county Educational Region," by Jerry Johnson; "A Graduate Consortium at Millikin University," remarks by Bill Lewis, reported by Susan Boor; "Structures and Policies to Achieve Resource Sharing," by Eileen Troutt; and "Action to Achieve Cooperation," by Rosemary Sung. Concluding the volume is a brief bibliography. (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Illinois
State Board of
Education

Adult,
Vocational and
Technical Education

ED239026

Educational Resource Sharing

Conference Report

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

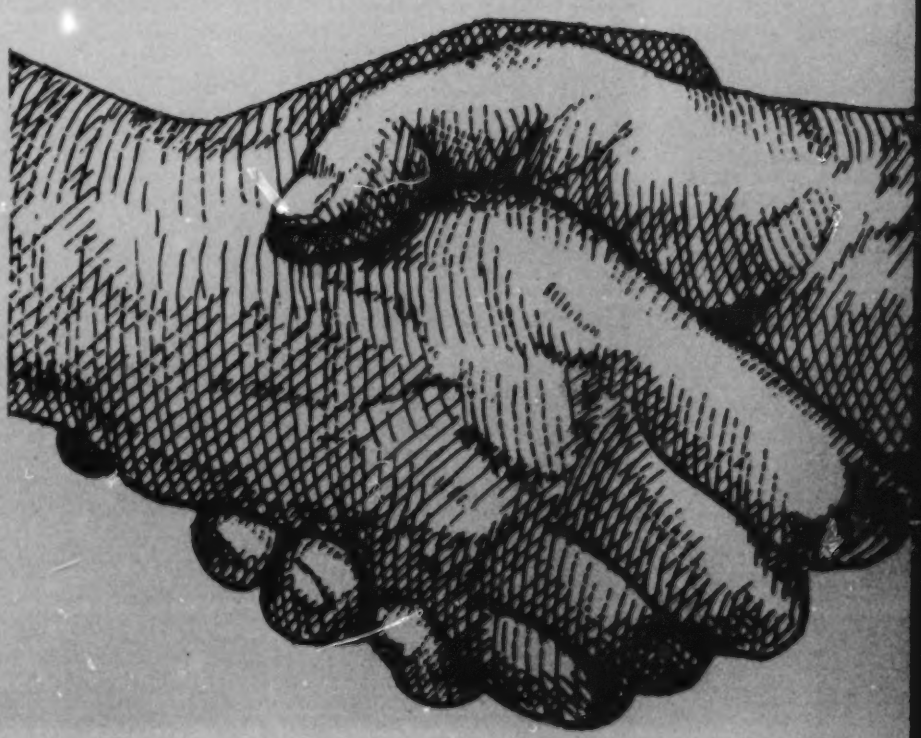
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D Gill

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."



CE036062

School of Technical Careers
and
School of Medicine
Southern Illinois University

Educational Resource Sharing

Based on an Invitational Conference held in Springfield on April 12, 1983.

Edited by Jane Angelis

June 1983

This publication was made possible through funds granted by the Division of Adult, Vocational and Technical Education of the State Board of Education.

ACKNOWLEDGEMENTS

Grateful acknowledgement is made those who contributed to this conference particularly the Rural Health Occupations Staff: Bob Hillman, Susan Boor and Steven Jensen; and the Project Directors: Archie Lugenbeel, Ray Robertson, and Fritz Morgan. They provided indispensible assistance at critical points in the development of this conference.

Recognition is due to the Division of Adult, Vocational, and Technical Education for supporting this invitational conference.

Further acknowledgement is made to those who contributed to the conference as presenters and participants particularly: Lewis Patterson, Paul Heath, John Huther, Jerry Johnson, Dennis Howland, Bill Lewis, Grace Duff, Lorraine Summers and Fritz Morgan. A special note of thanks goes to Harry G. Miller, the conference chair, for his encouragement and leadership.

RURAL HEALTH OCCUPATIONS PROJECT

Archie Lugenbeel, Project Director and Coordinator, Allied Health Careers Specialties, School of Technical Careers (STC), Southern Illinois University at Carbondale (SIUC).

Ramon V. Robertson, Assistant Dean and Director of Community Medicine, Southern Illinois University School of Medicine.

Frederic Morgan, Director, Division of Allied Health and Public Services, STC, SIUC.

Jane Angelis, Project Supervisor and Instructor, Division of Allied Health and Public Services, STC, SIUC.

Susan Boor, Project Coordinator and Instructor, Division of Allied Health and Public Services, STC, SIUC.

Robert Hillman, Project Coordinator and Instructor, Southern Illinois University School of Medicine.

Steven Jensen, Project Advisor and Supervisor, Radiologic Technology, STC, SIUC.

TABLE OF CONTENTS

PREFACE 1

EDUCATIONAL RESOURCE SHARING: THE CHALLENGE FOR ILLINOIS
Lewis D. Patterson 6

RESOURCE SHARING: THE TEST IS YET TO COME
John W. Huther 14

A RESPONSE TO THE KEYNOTE
Dennis Howland 20

EDUCATIONAL RESOURCE SHARING IN A COMMUNITY COLLEGE
Paul Heath 24

EDUCATIONAL RESOURCE SHARING IN A MULTI-COUNTY EDUCATIONAL REGION
Jerry Johnson 34

A GRADUATE CONSORTIUM AT MILLIKIN UNIVERSITY
Remarks by Bill Lewis
Reported by Susan Boor 38

STRUCTURES AND POLICIES TO ACHIEVE RESOURCE SHARING
Reported by Eileen Troutt 42

ACTION TO ACHIEVE COOPERATION
Reported by Rosemary Sung 47

REFERENCES 53

PREFACE

Educational Resource Sharing requires a spirit of cooperation and a flexible system to promote the continuity, quality, diversity, and stability needed in our educational system. As Richard Wagner said in the 1981 Wingspread Conference on Sharing Collegiate Resources:

> I am convinced that the most effective political strategy for higher education during a period of declining enrollments is to join forces in a coordinated effort to achieve support for the entire enterprise, not support for special interests within higher education. In effect, I am suggesting that all of us in higher education circle the wagons and shoot out rather than shoot in, as has often been our practice.

During the past three years we have attempted to "circle our wagons" by facilitating the articulation concept. Recently, we have experimented with "shooting out" rather than "shooting in" by describing and supporting interinstitutional cooperation and educational resource sharing.

Articulation has been defined as:

> A process for coordinating different levels and/or systems of education. The purpose of educational articulation is to enable the learner to make a smooth transition from one level/system to another without experiencing delays, duplication of effort or loss of credit. (McCormick 1980)

Articulation is not a new concept to Illinois. In recent years several projects have been funded by the State Board of Education on this topic. The first was the MAVE Report (Model for Articulated Vocational Education) which provided a formula for articulation. The four components of that formula included: a cooperative climate, expanding communications, sequenced programs, and coordination of services. In 1980 another report on articulation--An Overview of Articulation Efforts in Vocational Education: Implications for State Planning--was funded by the Illinois State Board of Education. This study described the status of articulation in Vocational Education in the state of Illinois by surveying a sample of secondary schools, area vocational centers, and community colleges. They identified an increasing number of educators interested in articulation as a way to improve the use of resources in education thus avoiding duplication and filling gaps in learning experiences. This report established the state of the art of articulation in Illinois Vocational Education.

In the last three years the Rural Health Occupations Project has facilitated the development of articulation agreements between allied health programs. Each year an articulation conference has been held to

provide the opportunity for dialog concerning articulation issues and strategies.

Articulation Conferences

In 1981 the first articulation conference examined articulation in allied health disciplines. The purpose of articulation as seen by conference organizers was: 1) to open new lines of communication so that cooperative agreements could be reached and 2) to increase the potential for mobility among students of allied health programs. The first articulation conference was the setting for discussion among educators, administrators and health professionals who met, shared information, and created an exciting mandate: "Let's articulate."

The second articulation conference, in May of 1982, examined the progress of the previous year, provided additional information and extended challenges for the coming year. The articulation project was described in greater depth which revealed problems which had occurred during the year. The barriers to articulation were discussed and articulation was contemplated with a more realistic vision. Structure could not be changed so rapidly and the preceding

year's mandate: "Let's articulate" changed to "Let's support it, Let's facilitate it; Let's try to do it."

In the third year of the articulation effort, we have looked realistically at the lessons learned so far. Agreements have been made, communications established, but the process will take time. The educational organization must be stimulated so that supportive elements are built in from top down, bottom up, and laterally in between.

We looked at the third conference as one to fill the gaps we had discovered during the first two years. Our conference on Educational Resource Sharing was a panorama of articulation. Articulation of allied health programs is only a small component of total articulation; therefore, the educational part was examined in relation to the educational whole.

The Third Annual Articulation Conference evolved from the two previous articulation conferences to discover the importance of cooperation among all disciplines and all educational institutions. Our mandate from this conference is even more demanding, more comprehensive and potentially more productive and involving: "Let's communicate."

The following papers set the stage for our articulation mandate for the future. Lewis Patterson

in his keynote speech requests an Illinois response to Educational Resource Sharing noting that all of society is becoming increasingly interdependent. John Huther from the Illinois Board of Higher Education challenges: "Can we look forward to more cooperation and more resource sharing when there is less to share?" Dennis Howland looks at linkages between higher education and business from the viewpoint of the Community College Board. Jerry Johnson, Paul Heath, and Bill Lewis show how policies and structures can be defined in terms of action.

EDUCATIONAL RESOURCE SHARING: THE CHALLENGE FOR ILLINOIS

by Lewis D. Patterson
Regional Education Service Agency
Former Executive Director
Council on Interinstitutional Leadership

Illinois with its Higher Education Cooperative Act has been the nation's leading state for more than a decade in advancing voluntary interinstitutional cooperation. For example, I cannot tell you how many times I have referred others to John Wood Community College to illustrate the potential of what can be done through interinstitutional cooperation.

Illinois has had the benefit of pioneering work on the part of several cooperative groups: the Quad-Cities Graduate Study Center, the Rockford Regional Academic Center, the Council of West Suburban Colleges, and the Graduate Study Center at Millikin University. I will leave it to those of you from this region to tell me if the Southern Illinois Collegiate Common Market and the Metro East St. Louis Council are in the same league.

While I am pleased to acknowledge your accomplishments--"you have come a long way baby," I must hasten to add, you still have one hell of a long way to go.

Before attempting to address some of the specific concerns of this conference, let me backstep for a moment and give you a brief overview of my experiences and the consortium movement so that you will better understand from where I come.

Currently, I am a research and evaluation staff specialist with the Regional Education Service Agency of Appalachian Maryland. Better known as RESA, our regional consortium includes: systems K through 12, three county-wide community college districts, Frostburg State College, and the University of Maryland. One of the reasons I was attracted to this particular group last fall was because it included all of the elementary-secondary schools in the region as full and equal participants with colleges in the consortium. Most consortia are comprised of primarily postsecondary institutions.

Like you, one of our regional concerns is articulation (K through Ph.D.). Unlike you, although health education and delivery systems are a legitimate interinstitutional and interstate issue, we in RESA are struggling with smoother articulation in the basics of math, language, and the physical and social sciences.

Some of our other concerns include: high unemployment, an outmigration of youth, the need for

science, math, engineering, high technology, and staff development programs, and closer working relationships between education and business and industry. High technology will not be a panacea for us in Western Maryland, but neither can we afford to neglect this important area. More than ever before, our schools and colleges must reach out to each other and to the larger community to establish an ongoing process and structure that will give us, if you will, a regional intelligence agency to cope with the future. We are not going to get additional federal or state support. Our challenge in Western Maryland, the same as yours, is to better utilize the limited resources we have.

It has been my privilege to work with voluntary interinstitutional systems across the country for the past seventeen years. The movement to increasing levels of independence is well established. When I began keeping count in Kansas City in 1967, there were 20 general purpose consortia. By 1982, the number of such formal organizations had increased to 135, involving some 1,600 colleges and universities.

It also is known that there are literally thousands of special purpose consortia where the cooperative relationship is limited to one specific activity such as library cooperation, a computer

network, or jointly sponsored international education programs. Additionally, it is well documented by Robert Berdahl, Henry Halstead, and others that there is an increasing presence of state government and boards in public education at all levels.

Like it or not, all of society is becoming increasingly interdependent. Just look at the world issues of today: energy, environment, pollution, industry, technology, employment, population, poverty, disarmament, even religion. What one person or one nation does has a consequence for others. It is obvious that the trend to increasing levels of interdependence from the community level to the international sphere inevitably will continue for all of us. Certainly those of us in education cannot divorce ourselves from the larger context. Instead, we should play a leadership role in evolving the new relationships.

Because the office of the national organization for consortia (CIL) was moved in 1977 from Washington, D.C. to the University of Alabama for a period of four years, I feel more comfortable describing interinstitutional relationships there than in Illinois. The University of Alabama system is comprised of three campuses--Tuscaloosa, Birmingham,

and Huntsville--which are fiercely competitive. Additionally, there is Auburn University which views the state as its campus, and there are the many state colleges and community colleges whose "territories" are undefined and overlap. Add to all of this the uncertain authority of the Alabama Commission on Higher Education and the struggling independent colleges and historically black institutions, and you have what can be best described as a non-system. While each state is different, Alabama is not alone in being educationally fragmented. The result of no overall plan for the larger whole is human waste and undeveloped potential that the people of no state can afford or should tolerate.

I advocate the voluntary cooperative approach to interinstitutional relationships for several reasons. One of its major advantages is organizational and program flexibility. A consortium can be established quickly; can expand its membership to include schools, institutions, and others from the community and region including business; can add and drop programs and change directions quickly; and is more palatable than statutory systems. When given the choice of voluntary cooperation (collective autonomy) or remaining independent, institutional personnel generally will

choose independence. When given the choice of voluntary cooperation or mandated coordination, their choice then is the former because they prefer to exert their own initiative rather than to have relationships imposed from the top down or externally.

Because of my limited knowledge about allied health programs and because of my limited exposure to Illinois, I obviously am not in a position to recommend what your program priorities should be. More than an ample number of issues and needs have been identified already in your previous articulation conferences. Too, I am aware that you have looked at programs in other states including Kentucky and Alabama. I recently was told by Stephen Collier that the Alabama linkage program has been expanded to include new four-year colleges as participants in baccalaureate programs.

If I can be of assistance to you, it is in identifying what some of the more critical determinants are for cooperative success. The advances in voluntary cooperation in American higher education over the past 20 years can be attributed primarily to four factors: 1. educational statesmanship, vision, concern for the larger good on the part of member participants, 2.

funding incentives, 3. political and public pressure, and 4. effective consortium or central office leadership.

It is idealistic but unrealistic in most cases to anticipate that the first factor alone will lead to substantial or accelerated change from the status quo. Educational leaders publicly will speak positively about the need for cooperation, and they genuinely are cooperative, for the most part, on a personal, individual basis, but their institutional job roles tend to lock them into professional behavior patterns that essentially maintain the vested interests of their constituents and colleagues, including the condition of institutional autonomy.

Factor two offers a more effective strategy. In Illinois, HECA offers testimony to that. Many of the leading consortia in other states such as the Kansas City Regional Council for Higher Education were initiated because of seed money from a foundation or the government.

Political and public pressure, sometimes perceived as threatened statutory coordination, also has advanced voluntary cooperation on more than one occasion as the lesser of two evils. Whatever the incentive, serious commitment from the member participants and benefits

for the members are necessary conditions to sustain effective cooperation.

A last important factor in effective cooperation is central office leadership. Stated bluntly, I know of no substantial consortium that has achieved that status without having secured professional leadership whose loyalty is to the cooperative enterprise as a whole rather than to a single participant within the consortium.

In essence, if more effective resource sharing and cooperation are to occur in this region and the state, the decision makers must take whatever action that is necessary to assure:

-That adequate finances from their finite budgets are set aside to support cooperation.

-That professional leadership whose loyalty is to the larger system is in place, and

-That the climate is established that will cultivate grass roots participation from the bottom up and that will allow consensus to be the basis for action.

RESOURCE SHARING: THE TEST IS YET TO COME

by John W. Huther
Illinois Board of Higher Education

Higher education in Illinois is facing a crisis. Governor James R. Thompson has recommended a sum of money for higher education for the coming year which is 237 million dollars less than the amount which the Board of Higher Education believes is necessary to maintain the quality of our colleges and universities. The Board's budget recommendation includes funding to address critical needs in the areas of faculty salaries, utility and other cost increases, and support for programs in which there is a high student demand.

Maintenance of the Illinois system of higher education--maintenance of its quality, maintenance of its comprehensiveness, maintenance of its ability to respond to change--requires the level of funding recommended by the Board for fiscal year 1984. The adequacy of funding is the single most important issue confronting higher education at this time.

The Governor fully recognizes that his budget figure for higher education is "unacceptably low." For public universities, it means 95.6 million dollars less than the Board recommended. For community colleges, it means 34.0 million dollars less than the Board

recommended. For grants to health professions programs in private colleges and universities, it means 3.7 million dollars less than the Board recommended. And for grants under the Higher Education Cooperation Act, it means 304 thousand dollars less than the Board recommended.

For students in public universities, the Governor's budget means tuition increases of $500 for undergraduates, $700 for graduates, and $1,000 for people enrolled in law, medicine, and dentistry--if the universities approve such increases. If they approve the increases, in all probability they will lose students who cannot afford to pay and thereby will lose additional revenue for operations. If they do not approve the increases, they will have to cut faculty and staff because of revenue not collected. Either way public universities lose.

The Board of Higher Education's assessment of the needs of higher education and its assessment of the State's fiscal condition led it to conclude that it is necessary to raise taxes in order to provide additional support for education. This is the first time in its 21-year history that the Board has commented on State revenue matters.

If additional resources are not provided for

higher education, substantial reductions must be made in personnel and programs. The result will be a major restructuring of higher education in Illinois.

In outline, that is why higher education in Illinois is facing a crisis. Even if the additional resources are appropriated at the level recommended by the Board, higher education will be faced with serious funding problems in subsequent years because of deficiencies accumulated in recent years: salaries eroded by inflation, maintenance deferred, equipment not replaced, library materials not purchased. Whatever the outcome of the fiscal year 1984 budget problem, higher education will be severely tested in the years ahead.

Any consideration of interinstitutional cooperation today should take into account higher education's current fiscal condition and its probable consequences for tomorrow. Any consideration of cooperative efforts today in terms of allied health programs should also take into account recently revised Board of Higher Education policies related to health professions programs.

Throughout the 1970's Board policies and budget recommendations supported a tremendous expansion in health professions programs. Between 1968 and 1980

funding for health professions programs increased 519 percent compared to 223 percent for the rest of higher education. Degrees awarded in the health professions increased by 198 percent compared to 59 percent for all other fields of study.

Now the expansion is over. Board of Higher Education policies speak to stabilized or reduced enrollments in most programs. Even if clear cut needs emerge for selected programs, as they might in the case of allied health programs, there will be great difficulty in starting or expanding such programs because of the fiscal conditions just described.

Current Board policies for the health professions and the state's current fiscal condition set the context for considering interinstitutional cooperation here today. The fiscal condition of the state in particular raises a challenging question. Can we look forward to more cooperation and more resource sharing when there is less to share? It's a question which in turn raises several additional questions for those who will be designing cooperative projects in the days ahead.

The growth of cooperative arrangements noted by Lew Patterson occurred in the years of resource growth and expansion in higher education. Some of those

cooperative efforts represent an expansion or extension of services without a savings in costs for the institutions cooperating in the project. As institutional resources are cut, programs, and services must be cut and cooperative efforts which offer services without savings to an institution can prevail only if they are a higher priority than other institutional services. This represents a major test for cooperative projects. Will they be able to pass it?

Some of the cooperative efforts of the past were designed as projects to save money for the participating institutions. As such they would appear to be tailor made for the conditions which we are facing today. But in these instances the challenge appears to be to extend cooperative efforts beyond such activities as purchasing equipment to the far more difficult arena of sharing personnel so that individual institutions need not bear the full cost. Will future cooperative projects be able to pass this test?

The current fiscal conditions of this state also will result in enormous amounts of faculty and administrative time and energy being consumed by the hard decisions which must be made about programs and services to be reduced. This will be a concentration

of attention on the internal affairs of an institution. Can such a concentration be broken to permit looking outward, to permit looking beyond the immediate problems of the institution to ways in which institutions can work together?

A final observation is related to Lew Patterson's reference to the importance of a state-funding incentive such as that which is provided by the Higher Education Cooperation Act in Illinois. Funding for this Act comes from the same source as funding for colleges and universities. Among the reductions in the Governor's budget which were mentioned earlier, this program experienced the highest rate of reduction--22.5 percent compared to 10.4 percent for public universities. This represents still another test for cooperative projects in the years ahead. Even if all previous questions can be answered in the affirmative and sound cooperative projects can be designed will there be sources of funds to initiate the projects?

Questions such as these must be faced directly in the design of new cooperative projects and in attempts to sustain existing projects. These are the questions which make up the test that is yet to come for interinstitutional cooperation.

A RESPONSE TO THE KEYNOTE

by Dennis W. Howland
Illinois Community College Board

Sharing Educational Resources is an important concept for Higher Education particularly in the 1980s. I would like to take this opportunity to salute the staff at Southern Illinois University at Carbondale (SIUC) for taking the leadership role in this conference. The agencies and institutions involved in resource sharing deserve special attention. These institutions and agencies are able to deliver services more efficiently and prepare an employment force for an increasingly challenging technological future.

Having worked as an Associate Director with Career Programs at the Illinois Community Board for the past three and a half years, I am very much aware of the need for educational institutions to develop partnerships in the delivery of education to students. An example of sharing educational resources is the Southern Illinois Collegiate Common Market (SICCM) which shares nursing faculty with four Illinois community colleges and the School of Technical Careers at SIUC.

As a reviewer of curricula for 52 public community colleges in Illinois, I see too few examples of

programmatic sharing in the "three-way system" of curricula delivery. The three-way system is a linkage between education, business/industry, and health care facilities in an effort to develop partnerships. Educational faculty and administrators should increase the number and scope of cooperative agreements in an effort to utilize the three-way system more productively. Another example of cooperation is the training occurring in the private sector on valuable and expensive modern equipment presently in place in the companies and institutions of Illinois communities, both rural and urban.

I agree with Dr. Patterson's statement, "While I am pleased to acknowledge your accomplishments . . . you have come a long way baby, I must hasten to add, you still have one hell of a long way to go." I also agree with Dr. Patterson's statement that health education and delivery systems are a legitimate interinstitutional and interstate issue. In the state of Illinois, health education delivery systems are a high priority in terms of the state's view of educational delivery systems. The ICCB has for the past few years funded health education at the highest rate ($50.39) per credit hour of apportionment funds in a differentiated funding system for education delivery.

The FY 1982 rate was $47.38, the FY 1983 rate is $50.39 and the projected rate for FY 1984 is 48.06; a significant growth in an effort to put educational dollars in critical and important disciplines of health education instruction for residents of the state of Illinois.

Indeed, the state of Illinois is not unlike Maryland and the United States as a whole in our efforts to concentrate educational efforts toward "high unemployment; the out migration of youth; the need for science, math, engineering, and high technology, staff development programs, and closer working relationships between education, business and industry." The development of cooperative and contractual linkages among institutions of higher education will be crucial if the challenge of sharing educational resources is to be met in the state of Illinois.

We are entering a period of time when education will be experiencing financial retrenchment making it increasingly difficult for us to meet our technological goals and objectives. I for one anticipate with excitement this new era of technological advancement through high technology--laser, robotics, CAD/CAM, and computer science advancements. As American citizens who have had to cope with technical changes and

advanced technology in our past, we must continue to become a computer literate population. We must extend our classrooms, libraries, textbooks, and laboratories in a common sharing of educational resources with business, industry, and educational institutions--private and public.

In closing, the use of the phrase "collective autonomy" (exhibiting one's choice to exert their own initiative in a voluntary cooperation), is especially keyed to cooperative success. In the final analysis, the key to successful educational resource sharing will be the local institution's commitment from the top administration down and faculty up to support and to participate in a cooperative spirit. The implementation of instructional technology--will lead to the employment of students completing the various disciplines of instruction.

EDUCATIONAL RESOURCE SHARING IN A COMMUNITY COLLEGE

By Paul Heath, President
John Wood Community College

Introduction

John Wood Community College (JWCC), the newest member of the Illinois Community College System, has implemented a contractual common market concept designed to share educational resources with all colleges and other educational agencies within the community. The common market concept was designed to expand educational programs, reduce turf conflicts, and avoid duplication of programmatic efforts.

Development of the College

The story of John Wood Community's unusual evolution is rooted in the history of postsecondary education in Quincy, Illinois, and the tri-state area. When JWCC was organized in the fall of 1974, it became a part of a region already rich in educational resources. Such schools as Quincy College, Culver-Stockton College, Hannibal-LaGrange College, and Southeastern Community College were readily available to provide educational services through the John Wood Community College network. In addition, instruction was readily available in the technical program areas

from Quincy Technical Schools and Gem City College, both proprietary schools with a long and successful history in the Quincy area.

Given the variety and quality of postsecondary education in the area, duplication of programs and services at a new institution in a costly new physical plant was viewed as clearly wasteful and unnecessary. The new concept then was to share human as well as physical resources thus avoiding duplication of effort and stressing cooperation rather than competition.

The legal basis of the common market system is the educational services contract. The contract enables JWCC to purchase comprehensive educational services and student activity privileges from the contracting institutions at a set per-credit-hour fee.

Students are admitted, counseled, registered, and given financial aid at JWCC, paying the low community college tuition rate. At the conclusion of each academic term, JWCC reimburses the contracting institution for the total credit hours generated by its students.

The rate of payment to the contracting agencies for educational services is established through negotiations on an institution-by-institution basis. A variable rate structure reflecting an economy of

scale gives JWCC a cost break when credit hours generated at the contracting institutions reach a certain level. This "bulk rate" concept appears to be beneficial to both parties. JWCC can increase the number of students, knowing there is a built-in incentive for a reduced cost factor, while at the same time the contracting institution is guaranteed a higher base rate for minimal enrollments which then permits more accurate budget projections.

The Student in the Educational Common Market

The benefits of this new type of educational resource sharing is obvious from a student perspective. The student can choose to take classes at the institution or institutions which best meet his educational need at a very affordable price. Furthermore, the student is eligible to live in residential housing, may use the library resources of any of the contracting institutions, and may participate in student governing and student trustee associations.

The college also offers its students a number of options for taking classes other than attending one of the contracting common market institutions. John Wood Community College now offers its own programs in

nursing, agriculture, business mid-management, electronics technology, swine confinement, and fire science, since these programs were not available through the original common market consortium. These new programs complement and supplement the offerings offered through existing contracting institutions, thereby, allowing the college to offer a comprehensive range of educational programs.

Since JWCC relies heavily on the consortium institutions to offer the traditional programs, it permits JWCC to get heavily involved in non-traditional program offerings. As a result, the college now has an extensive open learning program offering open entry and exit courses with individualized, media-supported, personalized instruction. Other non-traditional educational delivery systems include broadcast telecourses, correspondence courses, and high school "escrow" classes combined with these courses to provide educational opportunities for students who need flexible scheduling.

Mutual Benefits Through Resource Sharing

In addition to the benefits to the student and to the taxpayer, John Wood Community College has proved to be a boon to the contracting institutions. The

private liberal arts colleges in and around Quincy and the proprietary schools who are contracting with JWCC have experienced increased enrollment during the past eight years as the college has identified a new clientele that is seeking educational opportunities.

The success of the college in using contractual arrangements with traditional educational institutions also encouraged staff members to explore similar relationships with private business and local industry. Several unique programs have now been developed whereby JWCC contracts for educational services with those businesses and industry that have provided in-house training for their own employees. The advantage of such a relationship is that students train on modern, continuously updated equipment provided by the industry itself. The general education courses and electives necessary to complete the various programs are provided through JWCC.

The success of the contractual delivery system and the new cooperative training programs with business and industry has led JWCC to a new program entitled SPIRIT (Specialized Programs in Retail and Industrial Technology).

This new approach permits development of a total training program for one student to meet the needs of

one employer. A prospective employer will now have the opportunity to select and personally train a participant with JWCC coordinating the curriculum planning and providing supplemental courses to insure success of the individualized efforts. This new project SPIRIT is a modernized version of the respected apprenticeship program used by master craftsmen during the middle ages. The role of John Wood Community College is to simply bring the employer and potential employee together guiding the educational process and providing supplemental course work as needed to create a total program.

The Future of Community Resource Sharing

A member of the North Central Association Accreditation Team which visited JWCC in 1979 remarked that more and more postsecondary institutions would no doubt be following the John Wood model of resource sharing to some degree in the future. Duplication of personnel, facilities, and resources cannot be justified in a time of financial constraint whereby astute customers and taxpayers will demand more prudent use of existing resources.

In addition, the new high technology phenomenon will no doubt impact on the need for increased resource

sharing. Dr. Lew Patterson points out the fact that higher education is not going to get additional dollars for programmatic expansion. This may indeed be true, however, there appears to be new sources of monies that may be available through different agencies concerned with economic development. The Jobs Training Partnership Act is a good example of the kind of funding that may very well be available to institutions of higher education that are willing to actively and aggressively provide programs of training and retraining for dislocated workers and other segments of the population who are currently unemployed.

In order to be effective, future training programs for business and industry will have to recognize that the industry itself must prescribe specific training programs that will be needed for the workers of tomorrow. This indeed will require the resource sharing of the entire industrial complex to assure that workers are properly trained.

Dr. Patterson also points out the problem of competition within institutions. It is obvious that "turf" problems stand in the way of institutional resource sharing. It should also be pointed out that "brick and mortar" also tends to prevent cooperation.

In the writer's opinion, traditional campuses restrict and discourage educators from sharing resources either with each other or other community agencies. The trend is for the institution to maximize its campus activities, thus justifying the cost of expensive overhead. Indeed the future of higher education must go in the opposite direction, namely the expansion of off-campus programs in a cooperative manner to meet the needs of business and industry and the public in training and retraining efforts.

Summary Statement

Over the years, Dr. Lewis D. Patterson has been one of the leaders in the country on educational resource sharing and has laid out many of the challenges for Illinois and other states of the Union. No one can argue the fact that advances in cooperative resource sharing must include: a) statesmanship and concern for the good of the group, b) long-term funding incentives, c) political and public pressure to bring about necessary changes, and d) central office leadership at the local level to facilitate necessary changes.

In addition to the items suggested by Dr. Patterson, it would appear that higher education also

has to deal with internal problems before long-term resource sharing commitments can be developed. Without going into any great detail, the following list of challenges is suggested, with resolution needed before resource sharing in higher education can truly be accomplished.

1. Paternalism and traditionalism must be overcome if resource sharing is to increase.
2. Administrative structures should be analyzed to determine if line staff relationships are themselves bureaucratic, thus preventing dialogue and resource sharing.
3. State bureaucracy must be decreased with stronger advocacy positions being established.
4. Operational incentives developed as opposed to seed money incentives.

The last item is an important consideration as too many of today's grant programs are designed as "seed money" programs that flourish for the length of the grant program only to die out when operational expenditures replace grant monies.

Conclusion

The mission of higher education in the state of Illinois is rapidly changing as evidenced by the new thrust of various state agencies in economic development and job training. It is obvious that institutions must play a key role in providing

education and job training, teaching technical skills that will lead directly to employment. A high degree of cooperation between business, industry, and education is vital for the acquisition of knowledge and skills necessary to maintain pace with today's modern society. In addition, resource sharing will become increasingly important as a means of reducing costs in programs of higher education.

EDUCATIONAL RESOURCE SHARING IN A MULTI-COUNTY EDUCATIONAL REGION

by Jerry G. Johnson
Regional Superintendent of Schools
Alexander, Johnson, Massac, Pulaski, and Union Counties

There is a general mandate for collaboration through cooperative agreement in the five-county area (Alexander, Johnson, Massac, Pulaski, and Union) to maintain quality programs, maximize limited resources, and avoid wasteful and inefficient duplication of services. But this was not always the case. Before 1979 the area was divided into three separate educational regions. After a feasibility study in the fall of 1979 a new structure began to evolve. First, the three regions become one, and as a result other agencies and services merged to present a united organization. The continued success of this cooperative arrangement stems from teamwork, an effective system of communications and accepted leadership.

The collaboration of the five-county area is based on voluntary relationships between the area's organizations working together to achieve both separately- and commonly-held objectives. Schools, CETA, youth advocacy agencies, business/industries,

chambers of commerce, etc., are working together to cooperatively define problems and to insure all partners a role in their destinies.

Our schools are in an age of declining enrollments and resources, therefore, in the southern five counties our emphasis is on reallocation and efficient use of existing resources and on a higher level of collaboration among local, state and federal agencies, colleges, universities, and the private sector.

The Regional Superintendent of Schools office plays a major leadership role in coordinating the resources of the area's agencies to cooperatively design a delivery system for several programs and services. These programs include career education for southern Illinois, a microcomputer network, regional diagnostic services program, and an economic literacy project.

Career Education Services

The southern 27 county Careers Education Service Center is one of seven centers in Illinois established by the State Board of Education. The Center's purpose is to promote career education and to aid public and private educational agencies in developing and implementing local career education programs that meet

the needs of their student populations. Career Education has been defined by the Illinois State Board of Education as "the total effort by which educational agencies and communities present organized career-oriented activities and experiences to all persons from nursery school through adulthood."

Microcomputer Network

The funding for this new computer network was provided to the consortium of nine counties and two school systems in southern Illinois. The objectives of the consortium will be to deliver information, in-service programs, generate a library of educational software and provide hands-on computer instruction.

Regional Diagnostic Services Program

The Regional Diagnostic Services program has been actively serving truant youth throughout the southern five counties of Illinois. During the first semester 71 youths were referred for a variety of services and activities offered by the program including home visits, parent conferences, student counseling, diagnostic testing, agency collaboration and district personnel conferences. The regional advisory council serving the program has been collecting data on

district truancy policies and attendance incentive programs. This is just another example of cooperation and sharing resources.

We wholeheartedly agree and support the concept presented by our keynote speaker. Our experience with voluntary collaboration relationships has been viable and productive. With many agencies and area businesses working cooperatively, the region's self image and collective strength (resources) are enhanced and multiplied.

We have gained ideas and knowledge of strategies presented here today and hope to further promote our region's growth as we work together. Our staff will be glad to give assistance where needed.

A GRADUATE CONSORTIUM AT MILLIKIN UNIVERSITY

Remarks by Bill Lewis
Reported by Susan Boor

Bill Lewis, Director of the Graduate Study Center at Millikin University, attended the conference and was kind enough to give an impromptu talk on the Center, which is one of the more successful examples of educational resource sharing in Illinois.

The Graduate Study Center at Millikin University is one of three graduate study centers in the state of Illinois. The Graduate Schools of the University of Illinois, Illinois State University, Sangamon State University, and Eastern Illinois University are participants. The Center exists to provide graduate course work in professional education and other disciplines to central Illinois students who are unable to attend college on a traditional weekday schedule.

According to Lewis, the Graduate Study Center at Millikin was organized in part because of financial incentives in the Higher Education Cooperation Act. The graduate schools involved in the consortium were experiencing funding difficulties due to the worsening national economic situation, and facing the possibility of program cutbacks. At the same time, Millikin University found itself with empty classrooms and

financial problems due to a sharp drop in evening class enrollment.

Sharing educational resources between universities seemed a much brighter alternative to reducing or even eliminating programs, so the four universities developed a cooperative venture which provides central Illinois students with the opportunity to enroll in graduate courses from all four cooperating universities on a non-traditional evening and weekend schedule. The empty classrooms at Millikin provided an ideal site for holding the classes, and the consortium also brings Millikin added revenue for the use of their formerly empty facilities.

The Millikin Graduate Study Center has been in operation for 11 years and has provided graduate course work for thousands of students who otherwise may not have had the opportunity to pursue a graduate degree due to their geographic location or the time limitations of a full-time job.

In its infancy, the Millikin Graduate Study Center began with a budget of $10,000, used for administrative services, to purchase library materials, and to survey area educational needs. Currently, their budget has more than quadrupled, including a recent grant of

$40,000 from the Board of Higher Education through the Higher Education Cooperation Act (HECA).

The Millikin Graduate Study Center functions under the direction of a policy board consisting of university vice presidents and graduate deans, and an advisory board of hospital administrators, educational administrators, and bank presidents. Lewis considers the professional status of the board members a great advantage--board meetings are short and productive because there is no need to consult with superiors before making decisions. The policy board is rather small (four members) which allows meetings to be held over the phone. It is referred to by Lewis as a "bargain basement enterprise;" an organization which gets a lot done with limited funds and manpower.

According to Lewis, educational resource sharing has existed in higher education for years. The amount of interest in such cooperation has "ebbed and flowed," however, depending upon the current economic situation. Lewis' answer to, "How can we get people involved in cooperation?" was very simple. When money is tight, we are more likely to cooperate with each other and to share resources. When asked to pinpoint the reason for the apparent success of the Millikin Graduate Study Center, Lewis cited the perseverance and cooperation

of the board members: "The success of any attempt to form a consortia may lie in the quality of the personal relationships between participants."

WORKSHOP ON STRUCTURES AND POLICIES TO ACHIEVE RESOURCE SHARING

Reported by Eileen Troutt
Grant Project Coordinator
School of Technical Careers, SIUC

The workshop was led by the conference keynote speaker, Lewis Patterson, and Lorraine Summers who represented the Illinois Division of Adult, Vocational, and Technical Education. Dr. Patterson co-authored a publication entitled, "Sharing Resources: The New Challenge," (Konkel and Patterson 1981) which described the various organizational structures and policies required to achieve successful resource sharing between groups.

The following is a description of various structures used by consortia as well as policies which encourage such cooperative arrangements.

Structures Already in Place to Achieve Resource Sharing

Ad hoc and special purpose cooperative arrangements number in the thousands. Some of the more frequent program areas for resource sharing are library exchanges, joint use of computers, and joint sponsorship of international education programs. At Lakeland Community College in Mattoon, Illinois, there is a computer consortia in which computers are used 60

percent of the time by the college in the evenings and weekends, and 40 percent by the elementary schools during the day. The computers will be paid for in three years with the tuition from the adult education classes.

Statewide Associations and Systems in each state are organized for fund raising, lobbying, planning, advising, and providing coordination and governance for member institutions. Many at the workshop felt that a governing structure needed to be in place, in order to have effective statewide articulation from kindergarten to Ph.D. level.

In Illinois, there are many successful localized efforts at articulation, but no policies or plans for a statewide organization of such efforts. Participants questioned the likelihood that a statewide plan will ever materialize, considering the disjointed organization of Illinois educational governing bodies. Currently in Illinois, there are three state educational boards--Illinois Board of Higher Education (IBHE), Illinois Community College Board (ICCB) and Illinois Board of Education (ISBE). Several participants felt that reorganization of the state education system into one central governing body will be necessary before statewide articulation and sharing

of resources can take place. Also, the three state boards need to provide stronger incentives to educational institutions for the sharing of resources.

An example of Interstate Compacts and Contracts is the Graduate Center in the Quad-Cities area. It was incorporated in 1969, after community leaders asked Illinois and Iowa legislatures to offer graduate programs in the Quad-Cities area. Participating institutions benefit by generating student credit hours which indirectly translate into additional faculty allocations. Illinois and Iowa save on building costs from the consolidation of the campuses, and students benefit from the reduced educational costs. The Education Commission of the States, which is a national compact, is the best source for information in statutory systems at the regional, state, and interstate levels.

Examples of Policies to Encourage Interreliance of Institutions

Institutional policies regarding tenure and promotion may need modification to encourage faculty exchange, cross appointments, off-campus instruction, and other non-traditional programs. In the workshop it was noted that traditionally tenured faculty prefer not

to teach at other campuses. However, since it is much more cost effective to move one teacher rather than many students, new faculty could be hired with the understanding that they may teach at more than one campus or have a joint appointment with another institution. Institutions considering major changes such as new buildings, equipment, or programs should openly consult with other regional institutions and community and state leaders before embarking on unilateral plans.

Educational needs assessments should be jointly planned and administered to address community and regional educational concerns. Business and civic leaders should be willing to use their positions to call for public forums when educational issues and needs are not being appropriately addressed. Several consortia now have boards of directors where a majority of the members come from the community-at-large. The policies of foundations can strongly influence the policies of institutions for resource sharing such as giving priority consideration to consortium requests.

Local, state, and federal government agencies caught in the squeeze to optimally distribute their limited funds are increasingly receptive to new delivery systems which can generate greater returns for

dollars involved. State funding incentives can be established such as in Illinois where the Higher Education Cooperation Act appropriates several hundred thousand dollars annually for joint programs. With modest funding, the state has become a national leader in evolving successful consortia that often include both public and private institutions. In addition to yielding important educational and social benefits, the cooperatives are proving to be cost effective.

In summary, articulation should influence staff development from kindergarten to the Ph.D. and should be encouraged at local, regional, and state levels. Articulation and/or sharing of resources have been more successful when they have been backed by adequate funding, strong leaders, an outside force such as the state government or a strong grassroots movement. A major stumbling block to articulation and sharing resources is turf protection of institutions, as many fear the loss of funding, programs, or prestige. Costs and benefits of interinstitutional programs were spelled out in Patterson's Carnegie Project in which all areas studied showed substantial savings (Patterson 1979). Thus in this current period of inadequate educational funding, the sharing of resources may blossom due to its cost effectiveness.

WORKSHOP ON ACTION TO ACHIEVE COOPERATION

Reported by Rosemary Sung
Grant Project Coordinator
School of Technical Careers, SIUC

Panel: Grace Duff, Regional Schools; Paul Heath, Community Colleges; Harry Miller, Universities; and Chair, Fritz Morgan

This workshop was designed "to activate" the audience into discussing and proposing possible communication networks for resource sharing. Panel members provided perspectives from all levels of education (from secondary schools to junior colleges to four-year institutions). Ideas, commentaries, and informational up-date were encouraged and sought to identify pathways to achieve continuity in program development.

The major thrust focused on common goals and issues relative to closer coordination among the various players. During this period of declining student enrollment along with tight budgetary constraints, the need for stronger interinstitutional collaboration is more urgent. In providing a focus, two expressed concerns grew out of the ensuing discussion. The first attempts to address the problem of "what to do;" and the other seeks to answer "how to do it."

There is a general consensus that rapid societal changes by way of technological advancements require attitudinal changes toward the traditional educational processes. The educational system should be made accountable to the displaced worker as well as to the non-traditional student who is seeking retraining or an educational up-date. Innovative curricula should be developed to provide for more individualized instruction because of the diversified student market. Experience should be measured either through advance standing (proficiency) or translation of experience into degrees or credit to accommodate those students with varied backgrounds. The aim here is to help students advance more smoothly through the educational system. The "what to do" then, is answered through articulation.

Articulation is the process of bringing together educators and administrators so that a dialogue can be maintained to break down the barriers to educational mobility. Interdisciplinary cooperation is necessary to eliminate duplication of faculty and facility resources, student time, and monetary expenditures.

If the mechanism for "what to do" is in communication, the next logical question is "how to do

it." The following four factors have been identified as primary conditions in program development.

Area Assessment

The single most important factor is to correctly identify the problem. Without fully comprehending the magnitude and limitations of a problem, any program implemented will fall short of its goal. It has been suggested that each area do a needs assessment and build its own small network to be plugged into the larger existing network. Suggestions included:

1. going to the board or governing bodies with recommendations;
2. setting up regularly scheduled meetings (weekly, monthly, bimonthly, etc.) so that continuing progress may be monitored;
3. developing good working relationships by being informed and keeping abreast of new developments and on-going progress;
4. using group dynamics by developing a multitude of advisory boards, thus encompassing a broader scope of participants and expertise.

Collaboration

Collaboration will ultimately grow out of need. No doubt, there will be a major restructuring of higher education in Illinois due to the current fiscal conditions. Revised policies in higher education, to

accommodate the reduction in educational funding, will result in shared personnel, reduced or consolidated programs and limited equipment purchases, among other areas. The concentration of priority is to maintain the quality of education but at a reduced level until such a time when enrollment can be stabilized and the economy strengthened again.

The problem of unemployment becomes paramount to an economic recovery. Whether, because of the current technological pace or general lack of basic skills, unemployment clearly illustrates the void in program development. Together with the large proportion of illiteracy (those with eighth-grade educations or below) among the population, collaboration is vital if we are to curb the trend in face of retrenchment. We need to regroup, redouble our efforts, and reinforce what has been begun to serve the population out there.

Reach Out

The discussion on the importance of resource sharing should not stop with the participants of a workshop such as this. The decision makers (state senators, representatives, congressmen) are in a position to cooperate. Reach these people who

influence the masses; lobby, push, push, push. After all, they are the ones who grant the funds.

It was also suggested that activities be coordinated within each sector through high level officials such as presidents, directors, and superintendents. Basically, people are selfish and this premise can be used to their advantage. If their "turf" is included, there is a vested interest to make it work. One participant offered this comment, "make them feel we are providing a life preserver for them." Once each sector gets organized, it is hoped that a ripple effect will seize the state as a whole and continue forth to move other states to join in.

Court Industry

Lastly, private industry and businesses hold a vast resource to be shared. For example, IBM and McDonald's spend huge sums of money toward educational programs within their own companies. Public education can tap into their sources and develop a relationship as well as an ally. Although industry is profit oriented and public education is altruistic, this need not preclude one from the other. It is becoming necessary to join hands; to become involved in training with the private sector; to use their funds, resources,

even their facilities. They are willing to provide and this joint effort will be mutually beneficial.

Reactions to the workshop topic, "Action to Achieve Cooperation" were varied. What did emerge as a final statement, however, can be summed up this way:

> Articulation is needed on all levels of education, from the top down. It becomes necessary to extend the available resources, contain costs, avoid duplication, maintain program quality if our educational system is to survive the test of this next decade.

REFERENCES

Artis, Marilyn J. Project MAVE. Springfield: Division of Adult, Vocational, and Technical Education, 1978.

Blayney, Keith D., James W. Truelove, and Jack Hawkins, Jr. "Institutional Linkage for Training Health Technicians." Journal of Allied Health. Summer 1966.

Boatman, Ralph H. and John W. Huther. Allied Health Education/Transfer of Credit Recommendations of the North Carolina Articulation Project. Chapel Hill, NC: The University of North Carolina, October 1977.

Boatman, Ralph H. and John W. Huther. Articulation in Allied Health Education: The North Carolina Experience: Health Manpower References. Chapel Hill, NC: The University of North Carolina, 1975.

Collier, Stephen N., ed. Sharing Resources in Allied Health Education. Atlanta, GA: Southern Regional Education Board, 1981.

"Cooperative Programs with Business and Community." The Forum for Liberal Education. Vol. II, No. 7, May 1980.

Dawson-Saunders, Beth, et al. Issues in Health Occupations in Illinois: Recommendations by Employers and Educators. Springfield, IL: Southern Illinois University School of Medicine, 1981.

Fodor, John T., George J. Holland and Mae Johnson. "A Consortium Approach to Transferability of Academic Credit for Health Manpower Programs." Journal of Allied Health. Winter 1975.

Holmstrom, Engin Inel and Ann Bisconti. The Future of Allied Health Education. San Francisco: Jossey-Bass, Inc., 1980.

Hodges, M. Alton and Robert E. Rousch. "Partnerships, Consortia and Linkages in Allied Health Education." Review of Allied Health Education: 4. Lexington, KY: The University Press of Kentucky, 1981.

Konkel, Richard H. and Lewis D. Patterson. Sharing Collegiate Resources: The New Challenge. Washington, DC: Council for Interinstitutional Leadership, October 1981.

McCormick, Fred C. An Overview of Articulation Efforts in Vocational Education: Implications for State Planning. Springfield, IL: Division of Adult, Vocational and Technical Education June 1980.

McDermott, Robert J. and John L. Peterson. "Interinstitutional Cooperation in Allied Health Educational Planning: A Case for Statewide Studies." Journal of Allied Health. May 1981.

Patterson, Lewis D. Benefits of Collegiate Cooperation. Washington, DC: Council for Interinstitutional Leadership, December 1979.

Tworek, Richard K. "Interinstitutional Cooperation: A Working Model for Preparing New Health Care Practitioners." Journal of Medical Education. February 1977.